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Vol. III No. 6. November 1887.

THE

SCHOOLMASTER.

A

MONTHLY EDUCATIONAL JOURNAL

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THE SCHOOLMASTER.

HIGH SCHOOL EXAMINATION.

Mr. Grigg's *regime* has all along been remarkable for the changes he has been incessantly introducing in the Educational Department, but none of them could have had such far-reaching and revolutionary effects upon education as the proposed High School Examination is calculated to produce. The scheme is in itself an excellent one and we cannot agree with much of the criticism that has been passed upon it. Nor do we accuse Mr. Grigg of restlessness or love of wanton mischief, seeing that by the institution of the new examination he only seeks to give practical effect to the "wishes of the Government of India, for the division of general education after the Middle School Examination into two branches according to the system prevailing in the public schools in England." The Education Commission also recommend "the institution of an examination to test the attainments of students at the close of the alternative course of study, in the same way as the Matriculation Examination tests the attainments of students at the end of the pre-collegiate course, and that this examination be accepted as a sufficient general test of fitness for the public service." The Director might at any time be called upon to report what measures have been taken by way of giving effect to the wishes of the Government of India and the recommendation of the Education Commission. And we can perfectly sympathize with Mr. Grigg's eagerness to do something now so that he may have something to point to when called upon to do so.

We said we could not agree with much of the criticism to which Mr. Grigg's proposal has been subjected. Thus, for instance, he has been accredited with a wish that only those who pass the new examination "in accordance with his hobby" should be entertained in Government service to the exclusion of those who pass University examinations. But Mr. Grigg's proposal really amounts only to this, namely, that the *Matriculation* examination should no longer be

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accepted for admission to the public service, that those who wish to enter public service should either pass the F. A. and higher University Examinations or the new High School Examination. The Government has every right to expect that its servants shall attain a certain standard of excellence. In the good old days when education was in its infancy in this country the ability to converse in "butler English" with Europeans was a sufficient qualification to hold very high appointments. With the spread of education it was ruled that no body who did not pass the Middle School Examination should be eligible for any post carrying a salary of more than twenty Rupees per mensem. The money value of education has fallen so low now that F. A's are often only too glad to be employed on Rupees twenty. It may therefore be supposed that the time has come when the encouragement given to Matriculates when University education had not yet been sufficiently appreciated should be withdrawn and a higher and more adequate standard of attainments should be demanded from those who seek Government employment. We concur with the Director when he says that "the University test in language affords no guarantee that a student who passes it can either speak, read, write or compose in it correctly, the test being mainly literary and grammatical, and also the pa[illegible] general knowledge affords no guarantee that a student who passes therein has anything but a superficial knowledge of any one subject, whilst he may be quite ignorant of one at least, in that obtaining one-fourth of the aggregate marks assigned to the four subjects qualifies for a pass." It has been said that the new examination will inflict a severe blow upon University education. We do not believe, however, that the blow will be anything like severe, for, as the Director says, "the fact that the Government limit certain appointments to men who have taken a degree is ample encouragement to promising students." But in justice to the youngmen who have already passed the Matriculation examination but have not yet entered Government service, as well as in the interests of those who in future may p[illegible] Matriculation examination but be disappointed in thei[illegible] formed expectations of pursuing the University cours[illegible]r by [illegible] unhappy combination of circumstances, we would conte[illegible] that t[illegible] Matriculation Examination should be put on at least the same level as the Middle School Examination as regards admission to the public service. With all their shortcomings we think that Matriculates are not inferior to those who pass the Middle School Examination in the first class. And to declare that Matriculates are not eligible for the posts for which those who pass the Middle

School examination in the first class are fit will be quite as much an insult to the University as it will be a hardship to those who may study for the Matriculation Examination with hopes of proceeding onwards to the University course but may be disappointed by some unforeseen circumstances. Mr. Grigg says that the present "demand for the highest literary education generally prompted by the hope of Government Service is beyond the present needs of the country and must end in much public inconvenience and private misfortune." It may be so, but we do not think the High School Examination will remedy the evil. It is the prospect of Government Service that produces in our young men a desire to pass University Examinations, but not the passing of examinations that leads them to seek Government Service. If a new examination is instituted in the place of an old one our young men will only pass the new examination but they will never turn their backs upon Government Offices, unless new walks of life are opened out for them, which the institution of any number of examinations can hardly be expected to effect.

We have however, almost nothing to say against the theoretical side of Mr. Grigg's proposal, but we apprehend that the practical effects which the new examination will have upon many existing institutions will be pernicious unless the Government takes some precautions to prevent such a result. As the *Madras Mail* said "the question is not whether the change suggested is in the abstract desirable but whether it is wise to make it by a single stroke and to give it at once full practical effect with absolute disregard of all existing institutions." Mr. Grigg says that the new examination is instituted "partly in the interests of the University, because it is undesirable that she should be compelled to examine yearly more than twice as many candidates for admission to Colleges as will ever attend the University courses, such a condition of things being prejudicial to a thorough precollegiate course of study." We are not sure, however, whether the University will be inclined to thank Mr. Grigg for the tears which he sheds over the hardship from which the University suffers, for this hardship is a great deal sweetened by the rupees which she derives from that source, and to relieve her of the duty of examining an unnecessarily large number of candidates will be to deprive her of a large part of her income and that is a very important consideration in these days of financial pressure. Probably the fees for the University examinations will have to be raised and it is not improbable that the Government may have to come to the rescue of the University

in case she ceases to be self-supporting. If the new examination prove to be a source of income to the Government, however, we do not see why the Government should be disinclined to help the University whom it impoverishes. A more serious consideration seems to be the effect which the High School Examination may be expected to have upon High School Education. The large and rich institutions in Madras and a few other places may find it not impossible to accomodate themselves to the new conditions. And at every place where there are two High Schools one of them may prepare the students for the Matriculation Examination and the other for the High School Examination. Even such an arrangement will, however, tend to cripple each school financially, not to say that in some localities where one Examination may be more paying than the other the managers of the rival schools will find it next to impossible to come to an agreement. In places where there is a single High School, the fifth and sixth classes will have to be divided into two divisions. This will mean enhanced cost. Will the Schools in the Mofussil be able to cope successfully with the difficulty of meeting this additional expenditure? Even now, if we may form an idea from the advertisements that constantly appear in the papers, the salaries offered to teachers by private bodies are too low to attract really good men. When a further demand is made upon their purses, a still cheaper agency will have to be employed, the result of which is anything but pleasant and hopeful to contemplate. If the Government is prepared to keep the Managers of Schools by liberal grants, it will not matter much. But we do not entertain any hopes of the Government being willing to incur additional expenditure in these days of economy and retrenchment. Complaints are already rife that the high rates of fees levied in recognised institutions give rise to "adventure schools." When the High School Examination becomes an accomplished fact the number of such Schools will probably increase still more. The Government would have done well if it had consulted private bodies or appointed a Committee to discuss the question *before* sanctioning the proposal. It is true that the Committee who reported on the fee-question, which consisted partly of Managers of private schools, have recommended "an extension to high schools of the principles on which the new Middle School scheme is based." But they could not have anticipated that the Matriculation would be done away with as a test for admission to the public service. A committee has been appointed by Government for the 'elaboration' of the scheme. But in as much as the scope of their deliberations is not defined it is difficult to divine

what the outcome of their discussions will be. We hope that the Government will give ample time and as much encouragement as it can for the schools to accomodate themselves to the requirements of the new eminently desirable change proposed by the Director. We would suggest that at least for some time to come the Matriculation Examination continue to have a value in the public service, though we have no objection to preference being given to the High School Examination. Otherwise those who wish to receive University education will feel it to be a hazaradous choice. If the Matriculation Examination continues to be a test for admission to the public service, whatever its precise value may be; students will not be so readily weaned away from it as they will otherwise be, and as a consequence thereof the Managers of Schools will have comparatively less anxiety though they will not enjoy complete freedom from it. The principle of bifurcation of studies is undoubtedly a good one. But sudden changes will cause a great deal of confusion, anxiety and mischief.

GEOGRAPHY.

(*Continued from page* 100.)

Teaching the Subject considered easy :—Geography though a very good subject for calling into play and developing the faculties of children, is in our sad experience, the favorite subject with *mechanical* teachers. We had while studying in a respectable institution of this town, a geography teacher who perfectly unmindful as to whether his lessons were instructive and whether the boys carried in their heads after the lesson was over more information than when they entered the classroom, would when teaching the British Isles or any other country enumerate the several capes, straits, rivermouths, coast towns, &c., one by one in due order according as they are found in JOHNSTON'S LARGE WALL MAPS. Our text book was an English publication which, to say nothing of its being unsuited to Indian Students, was a stupid one that contained nothing but 'dry bones.' Our good teacher not content with the long list of names save which there was nothing in our text, would supplement it from the map. How useless and opposed to the true principles of teaching such lessons in geography are we need not dwell upon at length. In saying this it is not our purpose to find fault, though reasonably, with our former teacher. To his credit and high sense of duty it must be

said that few teachers bring to bear upon their work so much zeal and energy despite the disappointments shown them by their students. Our desire is simply to impress on the minds of our readers that the practical outcome of teaching the subject is not to acquaint the pupils with the names of the several mountains and rivers, and their respective heights and lengths, &c. To many teachers geography simply means the knowledge of a number of names with power to identify their position on the map. Such teachers ignore altogether the fact that if rightly taught the subject may be stimulating and helpful to mental development. Mr. Fitch says that it is "the one subject in which the maximum of visible result may be obtained with the minimum of intellectual effort. To give a few names of places and point them out on the map, is the easiest of all lessons, and, what is more to the purpose, it makes a great show when it is learned."

[illegible] Excellency Mr. Grant Duff, late Governor of Madras, while presiding at an anniversary of an important institution expressed much dissatisfaction at the weakness of one of the classes in geography and pointed to the importance of this subject of the school course in the following weighty language which every teacher in the Presidency will be the better for to persistently keep in view in the discharge of his work. "It has been said and, very truly, that all real education consists in the ability to answer three questions

(1) What we are?

(2) Where we are?

(3) What we are to do in the present circumstances."

The weight of this apophthegmatic piece of instruction will be apparent to every teacher. The aimlessness of the instruction above referred to prevails to a greater or less degree in other subjects as well. In fact, the unpracticality, to use a convenient word, of the instruction given in the Schools of this Presidency, is the only matter that demands urgent attention. The revision of the result standard scheme and the impetus that is now being given to technical branches of study are steps in the right direction. Something certainly remains to be done for the proper direction of the general instruction in ordinary schools.

Two modes of teaching the subject:—Instruction in geography may begin with the child's home, the surroundings, the village or town and from these its knowledge may be extended to the Taluk,

District, Presidency, [and] so on to the world; or with the world descending to local particulars. While the former method is much to be desired as the natural system it has several disadvantages and foremost among these is the want of special maps and books. Educationists have therefore found it expedient to enforce and adopt the analytical method. But the judicious teacher will combine both methods by referring during the course of his lessons to things within the child's observation.

(To be continued.)

LITERARY NOTICES.

———:o:———

The Student's Friend:—This is a monthly educational journal published at Bombay and we have before us a copy of the October number—the first of a new volume. Our readers will remember that we noticed this Journal in our first volume. But a few words on account of the vast improvements made since then, may serve the purpose of reminding our readers of the existence of a journal useful to students and teachers.

'The past year' says the enterprising editor 'so far as the fortunes of *The Student's Friend* are concerned, has not been a financial success.' Exprience shows that in India the time has not yet come when educational journals can stand of themselves unless the Editor does not care for any other reward than the appreciation of the useful work he is doing in the educational field or unless the publication is patronised from imperial funds by the presiding genius of the Education Department. As such the announcement of the editor does not take us by surprise. We are glad to note that he puts aside all considerations that are likely to interfere with the guiding purpose of the welfare of his young friends. Passing on we find some series of interesting articles appearing under their author's names and these it is reported are specially written for the 'Friend'. These are 'Common errors in English speech' contributed by Mr. William E. Miller well-known in the pages of some of the educational journals of this country; 'The hunter's wedding' a story of adventure in the Rocky Mountains; 'our eyes and how to preserve them' contributed by a surgeon. There are also selections from English papers, notes on the English Texts, idioms with explanation, words with appropriate prepositions, &c., &c.

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A prospectus of the subjects to be treated in the new volume is also published on the wrapper and we should be glad to insert the same in our journal but for want of space.

We wish Mr. Gilder every success in his efforts to secure a wide circulation.

NOTES AND GLEANINGS.

The following is an account given by a correspondent in an English Journal, of the way in which examinations are conducted in Switzerland :—"Three examiners are always present, and the teacher himself questions the boys on the part of the scheme chosen by the examiners, who have always the right to interfere and to ask questions themselves (and they use it frequently); but as they have been teachers (these places are given as a reward for merit or long service), they know the difficulties of a teacher and of a pupil. Their first d[illegible], is to cheer both pupil and teacher, and encourage them to work better the next year. They examine to see if the annual scheme had been mastered, and to decide which boys have to pass in higher classes or standards, the teacher helping them in doubtful cases. There is no blame attached to the boys who do not pass; and very often even those who have passed advised by their teachers and parents remain another year in the class, in order to thoroughly master the scheme and be better prepared for the next class."

***

A school committee-man in New York asked a school mistress, "What was the seed from which sprung the tree of good and evil?" The schoolmistress answered meekly that she was not posted on seed business. The matter was allowed to drop.

***

Our young men are often charged with want of originality. Why is this? Over-examinations is one of the many answers to the question.

***

The character of school life moulds that of the after life, and as the character of the individual determines that of the nation, it follows

that the moral teaching imparted to the individual child during his school career colours to a greater or less extent the character of the whole nation.

***

The Paris Municipal Council has been reading through the books used in the Paris Schools in order to cut out all passages where the name of God occurs. In the text-book of La Fontain's Fables, a verse running as follows:—"The little fish will grow to full size, if God but grant it life," is thus amended—'if one but grant it life.'

***

In teaching physiology, natural history, and psychology, it should ever be borne in mind, says the *British Medical Journal*, that the purpose is to fit the pupils for their life work in studying and training children. We trust that further organisation and improvements in this direction will be introduced in our training colleges. The rudiments of physiology as dictated to a class in college, and taken down in note-books for reproduction in other classes, supplemented by some knowledge gained from small text-books, may answes the purpose of examinations but these pupils and future teachers are not sufficiently assisted in trying to make a legitimate application of the principles of physiology to the study of health, to the development, and the brain-culture of children. A short course of lectures on physiology and natural history, showing how the principles of nature are working all around, would improve the teacher as a brain cultivator and add to his power of giving nature lessons. Some such teaching might with advantage take the place of or be combined with the istruction in psychology. The development of the Kindergarten teaching for infants ought to receive further encouragement. Mr. Picton truly said: "We should begin with the Kindergarten system, and not insist upon children of four or five years passing an examination in reading short words, and other little children in reading, writing, and arithmetic."

—(*The Schoolmaster.*)

***

In the educational world great emphasis is laid just now on the necessity of acquiring foreign languages. Herbet Spencer has well said that as language is only a vehicle for conveying ideas, it is far more important to get ideas than vehicles. It is better for a far-

mer to have a thousand bushels of corn to carry to market in one lumber wagon than six vehicles and no corn. Our children may learn to converse fluently in half a dozen languages, and yet have no use for either, from a lack of ideas. If they could learn to speak and write good English, with the ease and elegance of a Macaulay, parents might well be satisfied. The importance of the English language is increasing everyday, while that of others is steadily decreasing. Prof. Max Müller estimates that at the end of the next two centuries there will be 1,837,286,000 people speaking English, which will then be the dominant tongue of the world.—*Philadelphia Times.*

***

The true value of a teacher is determined not by what he knows, nor by his ability to impart what he knows, but by his ability to stimulate in others a desire to know.—*The Philadelphia Teacher.*

***

The Scholars reap a rich benefit from the teacher's recreation. Its reflex influence upon the school is direct and positive. The teacher should be possessed of a clear head, steady nerve, cool judgment, and kindly temper,—conditions which exert a very wholesome influence upon the dispositions of children, their aptitude for study, and their ability to make good progress while in attendance at the schools.—*Canada Educational Monthly.*

***

PRESENT DEFECTS OF EDUCATION IN MADRAS AND REMEDIES SUGGESTED.*

MR. CHAIRMAN AND GENTLEMEN,—It was with very great diffidence that I agreed to deliver an address to Pacheappah's Literary Society on the occasion of this, their 7th anniversary. It struck me that it was incumbent on every master of the College to sympathize with the objects of the Society and encourage it by word and deed. I have always been forced to deny myself the pleasure of presiding at the ordinary meetings of this Society, in consequence of my work with the evening classes of the Commercial School. Having so often

* *An Address delivered to the Members of the Patcheapah's Literary Society on the occasion of its Seventh Anniversary, by Mr. K. Subramaniya Iyer, B. A.*

expressed my inability to comply with their request to preside at their meetings it was not left to me to refuse to take part in the proceedings of this day. It was easy to say 'yes' when I was asked to deliver an address; but it was not so easy to pitch upon a suitable subject. I am one of those that hold that such Societies should take particular care that, in the selection of subjects for discussion at their meetings, they do not overstep the bounds of their experience or knowledge.* It appeared to me that masters and pupils would best understand each other if some of the defects in the present educational system be pointed out, and remedies suggested. I have accordingly chosen for my theme, 'The Educational Reforms needed for Madras.' I am by no means confident of doing justice to the subject I have chosen; nor do I purpose to deal exhaustively with the large question of 'Educational Reforms.' I shall merely refer to the complaints made on all sides against the present system, examine how far those complaints are justifiable, and suggest a few improvements.

Complaints against the Present System of Education.

Students complain that too many subjects are prescribed for their examinations, and that the strain on their brains is too severe. This complaint cannot be called unreasonable, if we look at the long array of subjects prescribed for the Middle-School, Matriculation and F. A. Examinations. For the Middle-School Examination, they have to study the History of India, the Geography of the World and the first Book of Euclid, besides Arithmetic, Algebra, English and a vernacular. For the Matriculation, the histories of India and England, the Geography of the World, the Physics and Chemistry primers, besides English, Arithmetic, Euclid, Algebra and a vernacular to be brought up. There is, of course, much to be said on behalf of the authorities that have prescribed so many subjects for these examinations. Later on, I hope to be able to show how, consistently with the desire of the University to raise the standard of these examinations, the work of the boys may be made lighter and pleasanter.

Masters are often taunted for the absence of solidity in the knowledge acquired by the boys under their tuition. They are told that they do not educate, but cram their boys, and that their pupils do not in several cases acquire a taste for knowledge. The charge is perhaps true to some extent; but I contend, and shall prove, that neither masters nor pupils are much to blame in the matter. The fault is in the system, and in the rage for "passing examinations." It is forgotten that knowledge is the passport to success in life, and not in the pass-certificate. A teacher knows that, unless he succeeds in passing a certain percentage of examinees, he lays himself open to reprehension and loss of professional reputation. His independent action is crippled by the numerous examinations he has to face; and he puts forth all his energies to prepare his scholars for the examination and not for entering life. The curriculum is so framed that education, in the real sense of the term, has well nigh become an impossibility.

Employers of educated labour complain that our pass certificates do not guarantee even those qualifications which are most necessary for clerkships. They grumble when they are asked to entertain a candidate merely on the ground of his having passed a University test, which affords no guarantee that he can read, write or speak English correctly, or can compose in it tolerably well. Nor do they care to engage a clerk that has not learnt to cast accounts with rapidity and accuracy. A matriculate that does not satisfy these additional requirements is rejected, and the consequence is disappointment and vexation to the candidate.

Educational Officers complain that their primary schools are ill attended, that it is not found easy to induce the working classes to attend school, and

that, in consequence, their best endeavours to spread primary education among the masses prove futile, that, at any rate, the apathy of the working classes is largely responsible for the slow progress of primary education.

Two Sets of Schools necessary.

These complaints arise principally on account of an endeavour to achieve two clearly different objects by one and the same set of schools. One and the same school prepares students for entering the University and for entering the service of the State and the Commercial and Industrial walks of life. The object of a University is to provide a classical or liberal education; and it cannot be blamed if it frames its curricula accordingly. Collegiate education is under the control of the University; and it is the business of the Senate to raise the standard of their examinations so that the holders of their diplomas may be men of real merit and solid knowledge. The University has instituted an entrance examination, which must be passed before a student can be admitted into its Colleges. If an examination, instituted with the object of testing a candidate's fitness for entering on his University course, is utilised as a qualifying test for admission into the public service and other walks of life, and if that examination is found unsuited for the latter purpose, how can it be reasonable to blame the Senate for their entrance examination not answering a purpose for which it was not intended? For those that can afford to enter the University and prepare for one of the degree examinations, this entrance examination is certainly necessary. But for the large number of students that at present stop with the Matriculation, a different class of schools ought to be provided, and a different examination instituted to test their capacity for business in the public service and other walks of life. Several of the subjects now prescribed for the Matriculation ought to be omitted, as being necessary only for a classical or liberal education; and several others added, as very necessary portions of what may be styled the "practical side of education."

At present, our primary and secondary schools are intended to prepare candidates for the University entrance examination; and the curriculum of these schools is so framed as to lead up to the Matriculation curriculum. The department of education is aware that large numbers of students of our secondary schools do not continue for the degree examination, and is therefore naturally anxious to provide a curriculum that will, in a manner, be complete in itself, so far as each class of schools—the Primary, the Middle and the High School—is concerned. These two objects being so very different from each other, any endeavour to make the same school serve both these purposes results in over-pressure and over-work, and serves neither purpose satisfactorily. Another argument in favour of this bifurcation of studies is that education ought not to be mechanical and stereotyed, but varied and elastic. "The young are," in the words of an eminent educationist, "precious plants in man's keeping, but not of his planting." We should not, therefore, make light of our duty to train them in a suitable manner.

I therefore contend that there should be two sets of schools: one to prepare candidates for entering the University and the other to fit them for business—for the everyday duties of life. The former may be called University schools, or as the Prussians call them, Gymnasia; and the latter business schools or public schools.

University Schools or Gymnasia.

The curriculum in the University, Middle and High Schools should have only one object in view, *viz.* to prepare them for the Matriculation. It would then be unnecessary to teach the whole of the History of India or the Geography of the Five continents in the Middle School. It would certainly be much better

to teach portions of these two subjects in the Middle School, and leave the rest to be done in the High-School classes. Nor would it be necessary to teach the whole of the first Book of Euclid in the Upper IV. At present the first sixteen propositions of Book I. are taught in the Lower IV, and these sixteen propositions have to be revised in the Upper IV, and the remaining thirty-two propositions gone through; in the Fifth Class, the first book is revised, and the second book taught, the third book being reserved for the sixth class. Obviously the better arrangement would be to do less in the Upper IV and more in the V. In history, the boys are taken through a string of dates and events from the Hindu period to the great Indian Mutiny; in the High School, this skeleton is clothed with flesh and muscles. Thus the less interesting portions are prescribed for the lower standard, the comparatively more interesting portions being reserved for the higher standard, as if to frighten the candidate out of the subject on his first introduction to the history of his country. Would it not be more beneficial and interesting to the student if a smaller portion were done in the University Middle School, but more thoroughly? The probability of a boy leaving school at the end of his Middle-School course should not be taken into consideration, and the work to be done for the Matriculation should be evenly distributed over the five years to be spent in the secondary school. Managers of Schools would then be allowed greater freedom of action, and Masters would have greater time at their disposal to make their instruction solid, lasting and fruitful. The Middle-School examination would be unnecessary in the case of such University Schools. Masters would not then be under the dire necessity of coaching their pupils for an examination every second or third year. Even if the Middle-School examination be retained, it should be in a different form, and merely for the purpose of aiding Managers in regulating promotions. The Middle School examination is at present used as a test for admission to the public service and for the regulation of promotions to the High School. These two objects cannot be well [illegible] by the same school or by the same examination. There is at present no text-book prescribed for the Middle School examination in English, the candidates being examined in English Grammar, Composition and Translation. Such a severe test is certainly necessary to ascertain the capacity of the candidates for business. But it must be conceded that the test is too severe for a candidate that is required to pass it merely for the purpose of qualifying him for admission into a High School, unless the University gives up the practice of prescribing text books for its examinations.

BUSINESS SCHOOLS.

Under this heading must be considered three classes of schools: Primary, Middle and High Schools. The training given in the University schools should have only one object in view, *viz.*, the preparing of the candidates for the University; and consequently no attempt need be made to make the education in the University Middle or High Schools complete in itself. But in the case of Business Schools, curriculum should be so framed as to fit the student for the every-day duties of life, whenever he might discontinue his studies, whether after completing his Primary, Middle School or High School education.

PUBLIC PRIMARY SCHOOLS.

Primary Schools would become more attractive, and they would be much more largely resorted to by the working classes, if subjects immediately useful to them were taught in those schools. An artisan will not care to send his son to school for the purpose of learning English, which cannot help his son to earn his bread, or for the purpose of learning fractions and decimals, which do not improve his mental arithmetic. He cannot understand the value of a system of arithmetic that does not enable his son to make the most ordinary business calculations without a slate and pencil. A knowledge of the History of India may be a necessary accomplishment, but is practically useless for a workman's

son who is going to remain at school for, at the most, three years. Ability to read and write his vernacular and ability to cast accounts mentally are the two things he values most. Geography may be added, if taught in an interesting orm, without too many details. Hygiene will be a most useful subject and exceedingly interesting; above all, the agricultural primer for the sons of farmers, and, where possible, one of the industrial subjects, such a drawing, carpentry, tailoring etc. Though it may not be possible to teach them too much of these industries, they can still be trained to handle the tools of their respective trades. It will readily be conceded that the medium of instrution should be the vernacular. It will be a waste of precious time to teach them English when they are going to remain at school for such a short period as two or three years. But in the case of such as desire to continue their education in the business Middle School, English may be taught as a second language, though even then the vernacular should be the medium of instruction for other subjects. Children when first going to school should not be made to stop six hours a day at school. They should not be frightened out of school, by being compelled to stay too long or being made to learn too many subjects at school. In Prussia, the lower the standard of the class, the fewer are the number of hours set apart for teaching purposes.

Business Middle School and the Middle School Examination.

The present Middle School Examination curriculum is admirably adapted to the requirements of Business Middle Schools. Loud complaints have often been made about this examination by Principals and Professors of high repute, who have so far acted on their conviction as to neglect the results of this examinations in regulating promotions. They have declared this examination to be unsuited to our boys as causing over-pressure on their brains, as a luxury that weakens the system. To my mind, the complaint holds good, so far as the passing of this examination is deemed necessary for joining a University High School. But it seems to be an indispensable test for those that purpose to stop their education with the Middle School. Candidates for this examination have to pass in English, Handwriting, Dictation, Grammar and Translation and in Arithmetic; and these are the very things wanted for the Public Service—wanted for business. A knowledge of the History of India and the geography of the World cannot be considered unnecessary for one that leaves school at this stage. The Vernacular is, however, made an optional subject, though an employer will not take a candidate into his office unless he has passed in the Vernacular wanted for that office. A first class certificate makes one eligible for the Public Service if he has passed in the Vernacular wanted for the office in which he seeks employment. There is one defect, however, in this arrangement. The minimum required for a pass in the Vernacular is only 20 per cent. He may write a bad hand, spell badly, and write bad Tamil and bad Grammar; still he may secure a first class certificate. Hence special certificates should be granted for proficiency in the Vernacular, a minimum being fixed for Vernacular handwriting, Vernacular spelling, and Vernacular grammar and composition, as in the case of English; and it must be ruled that, in addition to a first class certificate, a special certificate for proficiency in the Vernacular should be produced before he can secure employment in an office where a knowledge of the Vernacular is required. This is now done in the case of the technical optional subjects, like Drawing, Book-keeping and Agriculture. The best arrangement would be to fix a good minimum of, say, *one-third* in the optional subjects to pass in the first class. At present, a candidate may pass in the first class, and be eligible for the Public Service, if he secures 20 per cent. in such subjects as Book-keeping and Phonography or the Vernacular. The optional subjects taken up would be subjects a good knowledge of which would be immediately useful in an office; and employers would care little for a certificate that did not guarantee a sound knowledge of the technical subjects selected. Hence though a minimum of 20 per cent. may be enough for a pass, the minimum required for a pass in the first class must be higher. The Middle School Examination notification makes provision for general and technical edu-

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cation of an elementary and varied character. Let science, art, industrial and commercial Middle School, be started all over the Presidency in such large numbers as to be able to send up candidates in all the various optional Branches prescribed, and we shall soon have a network of practically useful Middle Schools; and the numerous students that leave school after passing the Middle School Examination would not, as now, be unfit for entering life.

(To be Continued.)

THE DISTINCTION BETWEEN PERSONAL AND RELATIVE PRONOUNS.

BY FRANC E. OLIVER.

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Subject matter:—A personal pronoun is one that shows its person by its form. A relative pronoun is one that gets its person from its antecedent.

Method of Development (in outline)[1]: Review pronoun and antecedent, getting from the children by question and answer the following: That a pronoun is a word that stands for or is used in place of a noun, that the noun for which the pronoun stands is called the antecedent of the pronoun; that pronouns, since they in every way fill the office of nouns, have the same properties and relations; that the properties of the pronoun are person, number, and gender, and the one relation is case; that "person" is that property of a noun or a pronoun which shows whether the first, second, or third party is represented.[2]

Let any child suggest pronoun. Child suggests *he* and the teacher writes it upon the blackboard numbering it 1, and so on until at least twelve pronouns have been written in order, thus:

1. he	4. I	7. my
2. they	5. it	etc., etc.
3. who	[illegible]hich	

After the list is completed, begin with 1, questioning substantially thus:

What part of speech is *he*? A Pronoun.

Give the properties of *he*. Third person, singular number, masculine gender.

Why has *he* third person? Because it represents the third party.

What other party may *he* represent? No other.

What person, then, has it always? Third person.

Teacher will write upon the board, opposite "1. he," *always has third person*.

Similarly treat "2," and obtain that it always represents the third party, and so always has third person.

Give properties of *who*. Children say they cannot.

Why not? Because it isn't in a sentence.

Teacher therefore writes: "The man *who* sows his field trusts in God."

Children now say that *who* has third person, because it represents the third party.

How do you know that it represents the third party? It represents the same party as the noun *man*, its antecedent, and since *man* represents the third party, and has the third person, *who* must also have third person.

Why, then, has *who* third person? Because its antecedent has third person.

Teacher writes: "You *who* love your brothers are happy."

Tell me the person of *who*. second person.

Why? Because its antecedent *you* has second person.

Teacher writes, "I *who* stand here am your friend."

Tell me the person of *who*. first person.

Why? Because its antecedent *I* has first person.

What person, then, may *who* have? First, second, or third.

How shall we determine its person? By the person of its antecedent.

Teacher writes opposit "3. who," *depends upon its antecedent for its person.*

Similarly question for each until the list is completed and the results stand thus:

1. *he*—always has third person.
2. *they*—always has third person.
3. *who*—depends upon its antecedent for its person.
4. *I*—always has first person.
5. *it*—always has third person.
6. *which*—depends upon its antecedent for its person.
7. *my*—always has first person; etc., etc., etc.

Summary.—What part of speech are all these words? Pronouns.

How many persons did we find *he* may have? One only.

We will mark it thus +.

1. *he*—always has third person +.

Referring to 2: How many persons may *they* have? One only.

How shall we mark it? With a +.

Referring to 3: How many persons may *who* have? Three.

How shall we determine which one it has at any time? By its antecedent.

May we use the same mark for 3 that we have used for 1 and 2? No; we must devise another. We will mark it ○.

Similarly question for each, until the list is completed, and the results appear thus:

1. *he*—always has third person .... +
2. *they*—always has third person .... +
3. *who*—depends upon its antecedent for its person .... O
4. *I*—always has first person .... +
5. *it*—always has third person .... +
6. *which*—depends upon its antecedent for its person .... O
7. *my*—always has first person .... +

etc., etc., etc., etc.

Referring to marks: How many different kinds of marks have we found it necessary to use? Two.

Who can draw a conclusion from this? There are two kinds of pronouns on the board.

Let us separate them thus:

+	O
he	who
they	which
I	that
it	what
my	whose
your	etc., etc.
etc., etc.	

What did we learn about the person of the + pronouns? They may have one person only.

How, then may we determine their person? We can always tell it from simply looking at them, or we can tell their person by their form.[3]

Opposite the + pronouns teacher writes, *show their person by their form*; thus:

+
he
they
I
my
it
etc.
} show their person by their form.

What did we learn of the person of the O pronouns? They get their person from their antecedent.

Teacher writes this on the board thus:

O
who
which
that
what
whose
etc.
} get their person from their antecedent.

What two classes of pronouns have we thus discovered? those that show their person by their form and those that get their person from their antecedent.

According to custom we want a name for each class. We will call those pronouns that show their person by their form *Personal Pronouns* and those that get their person from their antecedent we will call *Relative Pronouns*.

Require these definitions to be given by the children individually and in concert, write them upon the blackboard, and give the usual drill exercises on this lesson.[4]

NOTES.

1. Before giving this lesson the children must have a knowledge of nouns, their classification, properties and relations; also they must be able to define and distinguish pronouns, giving their properties, relations and antecedents.

2. The children have been taught that the first party is the speaker, the second the person spoken to, the third the person or thing spoken of.

3. If the children do not give this answer readily, the teacher can get [illegible] some such method as this: Write two words upon the board, as "cat," [illegible]lon"; ask how they are able to tell those words apart. Children may [illegible] they are made of different letters, or are spelled differently. Then ask if they have to stop to spell each word before they can tell it. No, they know the minute they look at it, taking the word as a whole.

What of the word do we see when we look at it? Its shape; or, better, its form.

4. This distinction between personal and relative pronouns is but partial, and yet it is sufficient for beginners of technical grammar. It is the idea from which, when the children have advanced farther in this science comes the finer distinction, that of the relative pronoun being a connective while the personal pronoun is not, and this may be added to the definitions already formed.—(*Franc E. Oliver, in the American Journal of Education.*)

THE HAPPY ART OF ILLUSTRATION

THE mind, whether of the child or of the adult, delights in making comparisons. We want to know not only what a thing is, but also what it is like. We hold up as a torch that which is plain, so as to see that which is dark, and we compare truths in the spiritual world with objects which we see in the world of nature. In this way the field of truth is enlarged before our vision, and what we see is not soon forgotten. A word, picture is always a pleasant object to gaze upon, and the teacher who can draw it at will is apt to be the centre of a charmed circle.

Mr. Proseaway is groping his way in a cloud of discouragement. His mind is full of thoughts about the lesson which he knows how to tell, but not to illustrate. "I cannot make an illustration," he says, "for my mind does not run in that direction." How does he know whereof he affirms? Did he ever try to put his mind on the right track, and then apply a little steam in the way of well-directed energy? He certainly has imagination, for he can understand and enjoy an illustration. Let him have hope and courage, and even he may find, to his joyful surprise, that he has learned the happy art of illustration. Nothing is impossible to him that wills.

Suppose you cannot originate an illustration—then borrow, and borrow with the utmost freedom. Do a big business on the capital of other men, and, by-and-by, you will have a little capital of your own. Dare to be a universal plunderer. Invest some

superfluous cash in a book of illustrations, and use them freely and on the slightest pretext. Some persons will say this is very bad advice, and tends to make one only a borrower and to restrict the free action of the mind. Nothing of the kind! If you borrow and use, you will find out that you can make an illustration quite as good for your purpose as any in the book. You will begin to see resemblances, and find that a hidden power to see a likeness between things now begins to show and to assert itself. What have you done? You first threw into your dry intellectual pump a few quarts of illustrations from various collections, and now you begin to pump out a thin but growing stream of illustrations which are all your own. "I am," said Falstaff, "not only witty myself, but the cause of wit in others." "I am," Foster might well say, "not only the collector of many good illustrations, but the cause of many other good ones used by preachers and teachers, and which are found in any of my books."

The fact is, every faculty of the mind can be cultivated if one only knows how, and has the spirit of perseverance. Let not the faithful teacher despair. He has imagination, and he can perceive the force and beauty of the illustrations which others use; and if so, he can make some of his own if he will first live by borrowing. The trouble yet may be that his wealth will embarass him. What an annoyance it is, when one desires to illustrate a subject, to find not one or two, but a whole flock of illustrations flying to him as the pigeons fly to the piazza of St. Mark's, in Venice, when the clock strikes two!

Let no man think that to teach by illustration is only a method for children. It is suited for them, and it is suited for all others. It breaks upon a subject like a burst of light through a storm-cloud, and sometimes it has all the force of an argument. It makes the theme linger in the memory. Never undervalue the art of illustration. Learn to practice the art, and then the dry and dreary desert of your instruction will blossom with flowers.—*New School Journal.*

LITERATURE AND CULTURE *

The prize-takers on the present occasion may be regarded as the picked pupils of the local schools. As boys and girls you have distinguished yourselves among your schoolfellows. This fact is an earnest that among you are those who will distinguish themselves in after life. Ten, twenty, or thirty years hence some of you may have won a niche in the temple of Fame and Fortune.

I venture on this prophecy because, looking back on my own school and college years, I note that the prophecies of the annual prize-days have been curiously fulfilled. Nearly forty years ago, in company with some who have reached the highest posts which England offers to her sons, I sat in class on the hard deal benches, and went up on commemoration day to the crimson dais to receive the awarded prizes of superior merit. If any one had predicted that several of those shy and blushing lads, who then received their prizes, would hereafter attain to eminence, the prediction would have been laughed at; but, nevertheless, the prediction would have been true.

Of those lads, who then first distinguished themselves from the crowd of competitors, two or three are now eminent statesmen, who have risen from the front benches of the class-room to the front benches of the Senate; one is an archbishop, several are bishops; one is the greatest of our judges, others are leading barristers; three are famous writers, whose names are household words wherever the English tongue is spoken, and whose books are found in every library; and one, a dear friend and constant companion, has annexed whole kingdoms to the realm of knowledge, and is revered in many lands as one of the great high priests of Science. All these, I have seen go up, as you are about to go

* An address by Isaac Taylor, M.A., L.L. D., Litt.D., Canon of York, on delivering the Prizes awarded at the Scarborough Centre in connection with the Cambridge Local Examinations, and the Examinations of the College of Preceptors.

up, to receive the prizes they had won. And so among yourselves, whose names are to-day, perhaps for the first time in your young lives, to be mentioned with honour in the newspapers, we may hope there are some whose names will hereafter become familiar among the hundred millions of our English race—some who may be called upon to discharge great offices, or come to be regarded as the benefactors of their fellow-men.

These prizes that you are about to receive may be regarded as emblems of the prizes of life. That you have honourably won these prizes from your competitors, is a proof that you have *something* in you, that you have higher qualities of some kind—moral—or intellectual—than your fellows. Hence, I think, I may fitly speak to you to-day about the prizes of life, which of them are best worth winning, and how they can worthily be won. Of those prizes that I see on the table before me, some are distinguished chiefly by their binding—by their outward glitter—some, rather, by their intrinsic worth. It is so with the prizes of life; some are merely gilt others are golden. Like Milton, to have written "Paradise Lost," or, like Newton, to have laid bare the secrets of the universe, is indeed a life-prize of solid worth; but to be entitled to wear scarlet robe, or a blue ribbon, or a diamond star, may be a prize of no more value than a foolish book in a gaudy binding.

Which, then, of the prizes of life, are most worth the winning? To answer this question, consider why you have striven for the prizes to be distributed to-day. The pure love of knowledge for its won sake is, I fear, a motive too exalted for many of us; the mere pecuniary value of the prize is, I hope, a motive too debased for most of you. But there is an intermediate motive—the poet styles it the last infirmity of noble minds—which has probably actuated you. This is Ambition, the desire of distinction. What were the prizes chiefly valued by the Greeks—the noblest nation the world has ever seen? The prizes for which they struggled in the Isthmian or Olympian games were prizes of no intrinsic value. They were solely distinctions. To win a wreath of pine leaves gathered from the Isthmian Grove, or be crowned with a few fading sprigs of oak, laurel, or wild olive, was esteemed a glory so great that we read of a father expiring with excess of joy at the news of his son's success. A nation that could consider such an honour as the greatest prize of life could not fail to leave behind immortal books, to do immortal deeds, and to rear noble citizens to serve the State. And so the prizes in life which most attract the noblest minds are not material prizes—but distinctions justly won. To have gone out in honour. is rightly considered, at our Universities, a fitting reward for their worthiest sons. To have your names written among the immortals in the roll of fame is a worthier object than to amass a larger pile of gold than others of your fellow-men. Some of you, I doubt not are actuated by the nobler ambition. But to b[illegible] mous—is this the best thing in life—is this the *summum bonum*? No—[illegible] in mortals to command success; there is a better thing—to know that we d[illegible] it. The *summum bonum* is moral excellence—to do your duty, to be goo[illegible] and good women and good citizens, and to benefit your fellow-men. Thi[illegible] e highest object, and this is within the reach of all in their degree.

But to decend from a topic more suited to the pulpit than to this platform, let us consider the roads which lead to the Temple of Fame, where the great prizes of life are bestowed on those who merit them. Setting aside morals, which deal with action or conduct, and confining ourselves to intellectual training, we may say that there are two roads leading to that temple. We may call them Science and Literature. Science is to *know*, to find out, to think out. Literature is to *say*; it is the art of expression; it is style or form; to be able to put what you know or think into the most apt and fitting words. Science and Literature are the two great branches of sound education. All through your schooldays you have been working at the rudiments of Science or the rudiments of Literature. The prizes given to-day are prizes either for Science—that is, or knowledge; or for Literature—that is, for expression. Or, to put it still

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more concisely, you have been concerned either with the study of *things* or with the study of *words*. Hence, the two chief things which you have begun to learn, and will have to continue to learn, are:—1st, to know, or think; and, 2nd, to speak, or write. If you are to be distinguished in after-life, it must be by one of these two paths; you must excel either in knowledge or in power of expression. All other intellectual distinctions are base and futile. They constitute, not fame, but notoriety. Therefore, what I am about to say to-day will be concerning these two paths to distinction—Literature and Science; or, as we may call them, excellence of style and excellence of matter.

First, as to science, or knowledge:—what is it we are to know? It is impossible for any one man to know everything—*omne scibile*. Two hundred years ago it perhaps was possible, but now the domain of knowledge has been so greatly extended that it is imposible. In these days, to be distinguished, a man must be a specialist—he must devote himself to some one department of knowledge. It is impossible, for instance, that the same man can be at once a great historian and a great chemist. It was said of Whewell that, while science was his forte, omniscience was his foible. Because he knew so much, he thought he could know everything. And so, if you strive after universal knowledge, what you will attain will not be science, but sciolism. Strive after universal knowledge, and you will become a universal smatterer. But, on the other hand, the mere specialist tends to become a norrow pedant. How shall we avoid these opposite dangers —sciolism and pedantry? I think the best rule for a young man to set before him in his studies is, to resolve to know something of everything, and everything of something. To know everything of something, is to choose some one branch of science for your speciality, to learn everything that can be learnt about it; this will give you accuracy and precision. Become an "authority," as it is called, on some one subject, however small—an exhaustive knowledge of butterflies, of birds, eggs, or even of postage stamps, is better than nothing. Still better, take some department of history, or of geology, or of philology, or of physics, and master it thoroughly.

But this is not enough; you will thus learn to be accurate, exhaustive, but you will be narrow. You must not only know everything of something, but, to gain breadth of mind, you should also resolve to know something of everything, *Homo sum, nihil humanum a me alienum puto*. Strive to take a general interest in every department of human knowledge, strive to know just enough of every science to enable you to listen intelligently to any great specialist you may chance to meet, and to read with profit any great epoch-making book that may appear. Such knowledge cannot be deep, but such an imperfect knowledge adds immensely to the intellectual pleasures within your reach, and will constantly throw light on that one branch of knowledge which you have made your own. A great historian cannot also be a great numismatist, or a great epigraphist or archæologist, but some knowledge of coins, or inscriptions, or architecture, will add immensely to his grasp of his own subject.

In this way you will acquire the two supreme intellectual qualities, accuracy and breadth. Accuracy comes first. This is the great use of a university training. Either Mathematics, or that department of classical study which we call scholarship, are studied, not primarily for their own sakes, but because they teach us to know a little thoroughly. One book of Euclid really known, one play of Sophocles thoroughly mastered, affords a more useful training than a smattering of the Differential Calculus, or a hasty gallop through the whole of the Greek tragedians.

This is the first great thing you learn at school. You are being trained in habits of minute accuracy. This is the chief object of these prizes, to encourage you to learn one thing well.

Hereafter, when you leave school, you may strive after a wider culture. Resolve to master all the really great books that have been written; never mind the small ones. There are not more than a score or so of really great writers, Thucydides, Aristotle, Plato, Homer, Polybius, Tacitus, Virgil, Horace, Dante, Cervantes, Molière, Geothe Shakespeare, Beacon, Milton, Butler, Gibbon, Mill,

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Stubbs, and Tennyson—these every one should know, and know them at first hand. Use no compendiums, no cram books, or short cuts, to knowledge. There is only one way to know your books, make your own analysis as you read. There is no better mental exercise than to make an analysis of Butler's Three Sermons on Human Nature, or of the fifth book of Hooker, of the third or seventh books of Thucydides, or of the fifty-eighth chapter of Gibbon. Thus you will learn to be thorough, and without thoroughness there is nothing in the world to be done that is worth doing. The mere smatterer may smatter on, but no one heeds him.

But in addition to accuracy—learning to be thorough—you require breadth. How can you acquire it; In your reading, never indolently pass by any allusion you do not understand, always look it up. Work out every mention of places, persons, events, or facts. So your progress, though slow, will be sure. Breadth is not necessarily superficiality. Genius has been defined by Carlyle, himself a genius, as the power of taking infinite pains. Therein lay the genius of Gibbon; take one of his famous foot-notes, turn up all his references, see how he must often have spent weeks over a single paragraph of his immortal work. Some one once praised a line of Tennyson. "Ah," he said, "that one line cost me fifteen cigars." Gray spent weeks over a single stanza. He has written less than any other famous poet, but every line he ever wrote will live. He took infinite pains. Or take the case of the Duke of Wellington, the greatest military genius of his age. Wherein lay the genius which made him the deliverer of Europe? How did he win his victories? It was by the most minute attention to details; he knew exactly how much a soldier could carry, how much he required to eat, how far he could march, either by night or by day; he could apply all this exact knowledge, he was not smothered by all these details, and hence he could make his wonderful combinations, and bring all his converging forces to bear at some given moment on some given spot, without fear of failure. The Duke's genius lay in his power of applying his exact and varied knowledge. He knew what to do, and how to do it, better than the generals opposed to him. Thus, in the Peninsula, he saved Europe and the world from the tyranny of France.

The man who knows most, and can best apply his knowledge, is the successful man. Mere barren knowledge we call erudition. Erudition by itself is one of the most useless things on earth. We must be able to use the knowledge we have acquired. This is a rarer quality. As a wise old German once said to me of his learned countrymen, "Sie kennen viel,ber a sie wissen nichts"—which we may translate, in the words of Tennyson,

"Knowledge comes, but wisdom lingers."

To heap up knowledge for its own sake is mere intellectual avarice—as foolish as to hoard gold which is never to be spent. Thus I warn you against the snare of mere omnivorous reading. *Non multa sed multum.* You must learn the relative value of authorities. You soon learn to estimate the character of persons with whom you associate; you learn that one is a wise man—another is a fool. So it is with books. Don't think that every book written by a German is a deep book. There are ignorant and foolish Germans, as well as wise and learned ones.

A great function of the wise teacher is to teach you how to read—how to estimate the value of authorities. Teachers cannot give you learning, this you must acquire for yourselves; but they can tell you what is to be learned, and how to learn it. A self-taught man necessarily wastes much precious time in finding out which are the good books and which the bad. A good teacher will save you this waste of time, and send you at once to the best books.

But, though I do not counsel *omnivorous* reading, *desultory* reading is useful. People object to desultory reading; the real objection is to indolent reading. The reading of many persons is as much mere idleness as lying on the beach and throwing stones into the sea. The word "desultory" means leaping from one thing to another. A thorough change is a refreshment to the jaded mind. After a few hours spent on trigonometry, take up a play of Shakespeare or a good novel.

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There is no harm in wide reading, provided you really read. Merely to tickle, with the worthless straws of literature, what you are pleased to call your minds, is utter laziness. Reading must be wide, to give breadth of view and catholicity of taste. To love Walter Scott, it is not necessary to hate Pope. Let not your admiration for the really great historians, like Thucydides, or Stubbs, or Ranke, or Rommsen, blind you to the merits of historical picture-painters like Froude, or Macaulay, or Carlyle.

I have said so much on Matter, that I have no time to speak as I should like on Manner.

To win the prizes of life you must not only have something to say, but you must know how to say it. You must not only acquire erudition, but what is called style. You must be able to put your thoughts and your knowledge into the best and most fitting words. In style, the first thing is the power of logical and lucid arrangement, a subject too vast to deal with here; and next comes the command of words and the choice of phrase. Master the precise usage of every English word; learn to use always that word which most exactly conveys your meaning. Style consists largely in employing the right word in the right place. Aim at perfect lucidity of style, and use the plainest and simplest words. Avoid, above everything, verbosity and grandiloquence. Never use two words where one will do; never use a long word if a short one is equally effective.

Why is John Bright so great an orator? He uses no needless word, he resolutely eschews all ornament, all finery. Fine writing is as bad as tawdry ornament in dress. You know the underbred women by her finery, so you know an ill-bred writer by his purple patches—*purpurei panni*. It is a misfortune that some of the greatest masters of style, such as Ruskin, Macaulay, or Carlyle, are the worst models. They can't be imitated. If you try to imitate them, you only imitate their faults. The leading features of a good style are simplicity and directness. A good style, like a perfect dress, draws no attention to itself. If a woman is well dressed, you do not say, what a lovely dress, but what a lady-like women. So, of a good style, you do not say, what a splendid passage, but, what a magnificent thought. A dress which directs attention to itself, and not to its wearer, is false in art; and so a style which draws attention to itself, and not to the matter which it has to express, is a tawdry style.

You know the story of the rival orators—Aeschines, I think it was, and Demosthenes. When Philip's army was advancing upon Athens, Aeschines made his speech, and his hearers exclaimed, "What a magnificent oration!" Demosthenes then ascended the tribune, and the Athenians, when he had finished, shouted with one voice, "Let us march against Philip."

The object of a great writer or a great speaker, is not to exhibit fi[...] phrases, [...]t to convince. Avoid scrupulously the great fault of young wri[...] finery. [...] over what you have written, and ruthlessly cut out every fine p[...] [...]ery- [...]ng you most admire, and you will have vastly improved your sty[...] [...]est [...]odels are not the weavers of fine phrases; but take the simplest [...] [...]oldsmith, or Bunyan. Good models are—Bright's speeches, New[...] Miss Austen's Novels, Cowper's Letters, or Gray's poems—a[...] extreme simplicity.

Acquire sound knowledge, learn to reason accuratel[...] and then learn how to express your knowledge and yo[...] that is, in the simplest words. Learn to know, and [...] open secret. To the power of accurate and wide k[...] lucid and forcible expression. But a man must [...] how to say it, but there is a still more diffic[...] leave out—must have a keen sense of liter[...] his eminence. In his poems you will not [...] the most beautiful stanza in the famous El[...] it was not in perfect harmony with the [...] Tennyson, again, and Wordsworth hav[...] couplets from the final versions.

161254
Madras-600 008.

As I have before said, there are two kinds of eminence, excellence of style and excellence of matter. To attain the highest distinction, these must be conjoined. You must have something to say, and you must know how best to say it. The greatest men possess these two gifts in combination. A great book may be defined as the best thoughts in the best words.

The "poet," as the word tell us, is a "maker," a maker not only of phrases but a maker of thoughts. If there is nothing to be sat, it is useless to possess the faculty of saying it. The mere literary faculty by itself, the power of perfect expression, cadence, and rhythm, must not overwhelm the scientific faculty, the faculty of thought.

In some authors who have been greatly praised we notice a disproportion between the mere power of saying, and the things that they have got to say. Thus in Shelley or in Swinburne we discover a supreme power of utterance; there is the perfection of melody, and force, but the matter is somewhat thin—the same thought is repeated again and again, in melodious variation of phrase. The rider is mastered by his steed. In others, as in Browning, the power of thought exceeds the power of utterance—magnificent thoughts are clothed in verse somewhat rugged and uncouth. The prince is mounted, not on the winged Pegasus, but on a cart-horse. Tennyson combines both merits. In the "In memoriam" the noblest thought of the century is expressed in a form of almost absolute perfection.

Three great countries—England, France, and Germany—possess an unchallenged supremacy in the world of Literature and Science. The Germans excel in matter—they are ponderous and exhaustive—but they fail in style. The French excel in style, but the matter wants solidity; they say their little thoughts in manner worthy of great thoughts. English literature combines both excellencies. With the thoroughness and accuracy of the German intellect we combine literary style. Our language is as flexible and as capable of the most delicate shades of German. Hence, in the best English writers you have before you exhaustive knowlede and the most perfect models of scientific thought combined with unique literary excellence. There are English books which are excelled only in their varied qualities by the perfect examples which have been bequeathed to us by the gunius of Greece. Next after this Greek literature, the English is the best. It unites, as no other modern literature does, the highest excellencies both of form and matter.

As a man ofscience, and as a man of letters, I have spoken to you, who h
won prize either in Science or in Literature, of the methods by which scien
and literary excellence may be attained. Allow me to add a word as to
rew... science and the rewards of literature. I do not mean pecu
re... hough these are not altogether lacking. I refer rather to
i... lights which are opened to the scholar and the nan of sc
"... as Professor Huxley has remarked, "is the greatest of all
...e." Can there be a higher privilege than to commun
... centuries, to hear them tell their greatest thoughts
...r privilege, and a still keener delight. It is, yourself to
...ellectual inheritance of the generations and nations of
...pleasure the world has to offer is the pleasure of ma
...d the next is the pleasure of putting it into perfect fo
... the man of science, the second is the reward of
... these you are being trained. All these prizes
...ency in science or for proficiency in literature,
...s, or for skill in the use of words. When
...lectual training cease. Continue to st
...worldly honor and worldly wealth are
...consciousness that you have striven t
...h God shall be pleased to call you;
... ignoble use of those faculties with

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[illegible] best I ever saw. I have myself been a Schoolr[illegible]
Editor of an Educational Magazine for a good many [illegible]
therefore to keep an observant eye on what has [illegible]
regard to education in Europe and America a[illegible]
confidently say that you have allowed very f[illegible]
been written on education in other count[illegible]
of Mr. Matthew Arnold's farewell spe[illegible]
is in itself enough to earn for you [illegible]
the work of education and I sh[illegible]
that noble speech is to be fou[illegible]

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OF

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